



Correlations between Idaho's Standards for Achievement in Language Arts and Lessons in *Here's Looking at You*™

The following charts identify the lessons in Here's Looking at You™ that are consistent with Idaho's Standards for Achievement in Language Arts. Three things should be noted: First, a lesson might be consistent with a standard listed in a higher grade-level section, but isn't identified in that section. Second, because of the interactive nature of the lessons in Here's Looking at You™, some lessons may not address the standard explicitly but are nonetheless adaptable to meet the standard. And third, some of the standards may be addressed in various, nonspecific parts throughout the curriculum.

Kindergarten

Reading

Standard (The student will:)	Lesson
read a variety of traditional and electronic materials for information and understanding	<i>in lessons throughout the unit, especially Lesson 1, Frog Tells his Story; Lesson 2, What Is a Drug?; Lesson 4, Be Safe from Poisons</i>
read and respond to a variety of literature to compare and contrast the many dimensions of the human experience	Lesson 8, I Have Feelings—Day 2
read a variety of traditional, technical, and electronic materials for critical analysis and evaluation	
read to locate information from a variety of traditional, technical, and electronic sources	Lesson 1, Frog Tells his Story
read for technical information	

Writing

Standard (The student will:)	Lesson
understand and use the writing process	Lesson 6, I'm Special
write and edit for correctness and clarity	Lesson 6, I'm Special
write a narrative essay which aligns with the fourth-grade Direct Writing Assessment	

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Listening

Standard (The student will:)	Lesson
listen for information and understanding	<i>all lessons</i>
listen for literary response and expression	Lesson 3, Drug Look-Alikes; Lesson 7, I Have Feelings—Day 1
listen for critical analysis and evaluation	
listen to and follow directions	<i>all lessons</i>

Speaking

Standard (The student will:)	Lesson
speak to share understanding of information	<i>in lessons throughout the unit</i>
speak for literary response and expression	
speak for critical analysis and evaluation	

Viewing

Standard (The student will:)	Lesson
view for information and understanding	Lesson 7, I Have Feelings—Day 1, Lesson 9, <i>The Asking Skill</i> ™—Day 1; Lesson 10, <i>The Asking Skill</i> ™—Day 2; Lesson 11, <i>The Asking Skill</i> ™—Day 3; Lesson 13, Tippy's New Collar
view media sources for personal response and expression	Lesson 7, I Have Feelings—Day 1, Lesson 9, <i>The Asking Skill</i> ™—Day 1; Lesson 10, <i>The Asking Skill</i> ™—Day 2; Lesson 11, <i>The Asking Skill</i> ™—Day 3; Lesson 13, Tippy's New Collar
view media to engage in critical analysis and evaluation	

Grade 1**Reading**

Standard (The student will:)	Lesson
read a variety of traditional and electronic materials for information and understanding	<i>in lessons throughout the unit, especially Lesson 1, Frog Tells his Story; Lesson 2, What Is a Drug?; Lesson 4, Be Safe from Poisons</i>

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read and respond to a variety of literature to compare and contrast the many dimensions of the human experience	Lesson 8, I Have Feelings—Day 2
read a variety of traditional, technical, and electronic materials for critical analysis and evaluation	
read to locate information from a variety of traditional, technical, and electronic sources	Lesson 1, Frog Tells his Story
read for technical information	

Writing

Standard (The student will:)	Lesson
understand and use the writing process	Lesson 6, I'm Special
write and edit for correctness and clarity	Lesson 6, I'm Special
write a narrative essay which aligns with the fourth-grade Direct Writing Assessment	

Listening

Standard (The student will:)	Lesson
listen for information and understanding	<i>all lessons</i>
listen for literary response and expression	Lesson 3, Drug Look-Alikes; Lesson 7, I Have Feelings—Day 1
listen for critical analysis and evaluation	
listen to and follow directions	<i>all lessons</i>

Speaking

Standard (The student will:)	Lesson
speak to share understanding of information	<i>in lessons throughout the unit</i>
speak for literary response and expression	
speak for critical analysis and evaluation	

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Viewing

Standard (The student will:)	Lesson
view for information and understanding	Lesson 7, I Have Feelings—Day 1, Lesson 9, <i>The Asking Skill</i> ™—Day 1; Lesson 10, <i>The Asking Skill</i> ™—Day 2; Lesson 11, <i>The Asking Skill</i> ™—Day 3; Lesson 13, Tippy's New Collar
view media sources for personal response and expression	Lesson 7, I Have Feelings—Day 1, Lesson 9, <i>The Asking Skill</i> ™—Day 1; Lesson 10, <i>The Asking Skill</i> ™—Day 2; Lesson 11, <i>The Asking Skill</i> ™—Day 3; Lesson 13, Tippy's New Collar
view media to engage in critical analysis and evaluation	

Grade 2**Reading**

Standard (The student will:)	Lesson
read a variety of traditional and electronic materials for information and understanding	<i>in lessons throughout the unit, especially</i> Lesson 1, Miranda Tells her Story; Lesson 4, Alcohol; Lesson 6, The Riddle
read and respond to a variety of literature to compare and contrast the many dimensions of the human experience	Lesson 4, Alcohol; Lesson 6, The Riddle
read a variety of traditional, technical, and electronic materials for critical analysis and evaluation	Lesson 14, Selling
read to locate information from a variety of traditional, technical, and electronic sources	Lesson 1, Miranda Tells her Story
read for technical information	

Writing

Standard (The student will:)	Lesson
understand and use the writing process	Lesson 2, All about Me; Lesson 6, The Riddle; Lesson 11, Families
write and edit for correctness and clarity	Lesson 2, All about Me; Lesson 6, The Riddle; Lesson 11, Families
write a narrative essay which aligns with the fourth-grade Direct Writing Assessment	

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Listening

Standard (The student will:)	Lesson
listen for information and understanding	<i>all lessons</i>
listen for literary response and expression	Lesson 2, All about Me; Lesson 4, Alcohol; Lesson 12, A Tune for Tippy
listen for critical analysis and evaluation	
listen to and follow directions	<i>all lessons</i>

Speaking

Standard (The student will:)	Lesson
speak to share understanding of information	<i>in lessons throughout the unit</i>
speak for literary response and expression	Lesson 14, Selling
speak for critical analysis and evaluation	Lesson 14, Selling

Viewing

Standard (The student will:)	Lesson
view for information and understanding	Lesson 7, <i>The Asking Skill</i> ™—Day 1; Lesson 8, <i>The Asking Skill</i> ™—Day 2; Lesson 9, <i>The Asking Skill</i> ™—Day 3; Lesson 10, Ask your Friends; Lesson 12, A Tune for Tippy
view media sources for personal response and expression	Lesson 7, <i>The Asking Skill</i> ™—Day 1; Lesson 8, <i>The Asking Skill</i> ™—Day 2; Lesson 9, <i>The Asking Skill</i> ™—Day 3; Lesson 10, Ask your Friends; Lesson 12, A Tune for Tippy
view media to engage in critical analysis and evaluation	

Grade 3**Reading**

Standard (The student will:)	Lesson
read a variety of traditional and electronic materials for information and understanding	<i>in lessons throughout the unit, especially</i> Lesson 1, Foxy Tells his Story; Lesson 2, Everybody Counts; Lesson 3, Learning about Drugs; Lesson 6, Marijuana; Lesson 15, Step Right up to Health

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read and respond to a variety of literature to compare and contrast the many dimensions of the human experience	Lesson 2, Everybody Counts
read a variety of traditional, technical, and electronic materials for critical analysis and evaluation	Lesson 7, Check It Out!
read to locate information from a variety of traditional, technical, and electronic sources	Lesson 1, Foxy Tells his Story; Lesson 15, Step Right up to Health
read for technical information	

Writing

Standard (The student will:)	Lesson
understand and use the writing process	Lesson 2, Everybody Counts; Lesson 4, A Drug that's not a Medicine;
write and edit for correctness and clarity	Lesson 2, Everybody Counts; Lesson 4, A Drug that's not a Medicine;
write a narrative essay which aligns with the fourth-grade Direct Writing Assessment	

Listening

Standard (The student will:)	Lesson
listen for information and understanding	<i>all lessons</i>
listen for literary response and expression	Lesson 2, Everybody Counts; Lesson 7, Check It Out!; Lesson 13, The Roller Coaster; Lesson 14, Many Feelings
listen for critical analysis and evaluation	

Speaking

Standard (The student will:)	Lesson
speak to share understanding of information	<i>in lessons throughout the unit</i>
speak for literary response and expression	
speak for critical analysis and evaluation	

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Viewing

Standard (The student will:)	Lesson
view for information and understanding	Lesson 5, Monica and the Powerful Drug; Lesson 8, Foxy, Stop!—Day 1; Lesson 12, John Has a Disease
view media sources for personal response and expression	Lesson 5, Monica and the Powerful Drug; Lesson 8, Foxy, Stop!—Day 1; Lesson 12, John Has a Disease
view media to engage in critical analysis and evaluation	
use a variety of resources to produce visuals that communicate through print and non-print media	Lesson 2, Everybody Counts; Lesson 8, Foxy, Stop!—Day 1; Lesson 9, Foxy, Stop!—Day 2; Lesson 10, Foxy, Stop!—Day 3; Lesson 11, Let's Have Fun; Lesson 12, John Has a Disease; Lesson 16, Foxy's Farewell

Grade 4**Reading**

Standard (The student will:)	Lesson
read a variety of traditional and electronic materials for information and understanding	<i>in lessons throughout the unit, especially</i> Lesson 1, The Adventures of X; Lesson 4, Alcohol—Day 2; Lesson 5, Smoke Gets In; Lesson 6, The Quitters; Lesson 7, Tobacco, Chew, and You; Lesson 8, Marijuana; Lesson 15, Hooked; Lesson 18, Just the Facts
read and respond to a variety of literature to compare and contrast the many dimensions of the human experience	Lesson 4, Alcohol—Day 2; Lesson 5, Smoke Gets In; Lesson 6, The Quitters; Lesson 7, Tobacco, Chew, and You; Lesson 8, Marijuana; Lesson 15, Hooked
read a variety of traditional, technical, and electronic materials for critical analysis and evaluation	Lesson 10, Influences
read to locate information from a variety of traditional, technical, and electronic sources	Lesson 1, The Adventures of X; Lesson 16, Lots of Kids like Us—Day 1; Lesson 17, Lots of Kids like Us—Day 2; Lesson 18, Just the Facts
read for technical information	

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Writing

Standard (The student will:)	Lesson
understand and use the writing process	Lesson 2, We All Have Strengths; Lesson 3, Alcohol—Day 1; Lesson 7, Tobacco, Chew, and You; Lesson 9, Consequences; Lesson 17, Lots of Kids like Us—Day 2
write and edit for correctness and clarity	Lesson 2, We All Have Strengths; Lesson 3, Alcohol—Day 1; Lesson 7, Tobacco, Chew, and You; Lesson 9, Consequences; Lesson 17, Lots of Kids like Us—Day 2
write a narrative essay which aligns with the fourth-grade Direct Writing Assessment	

Listening

Standard (The student will:)	Lesson
listen for information and understanding	<i>all lessons</i>
listen for literary response and expression	Lesson 1, The Adventures of X; Lesson 2, We All Have Strengths; Lesson 3, Alcohol—Day 1; Lesson 5, Smoke Gets In; Lesson 8, Marijuana; Lesson 9, Consequences; Lesson 15, Hooked
listen for critical analysis and evaluation	Lesson 9, Consequences; Lesson 17, Lots of Kids like Us—Day 2

Speaking

Standard (The student will:)	Lesson
speak to share understanding of information	<i>in lessons throughout the unit</i>
speak for literary response and expression	
speak for critical analysis and evaluation	

Viewing

Standard (The student will:)	Lesson
view for information and understanding	Lesson 10, Influences; Lesson 11, Don't Even Try It; Lesson 12, <i>The Refusal Skill for Self-Control™</i> ; Lesson 13, <i>The Refusal Skill™</i> —Day 1; Lesson 14, <i>The Refusal Skill™</i> —Day 2; Lesson 16, Lots of Kids like Us—Day 1

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view media sources for personal response and expression	Lesson 10, Influences; Lesson 11, Don't Even Try It; Lesson 12, <i>The Refusal Skill for Self-Control™</i> ; Lesson 13, <i>The Refusal Skill™</i> —Day 1; Lesson 14, <i>The Refusal Skill™</i> —Day 2; Lesson 16, Lots of Kids like Us—Day 1
view media to engage in critical analysis and evaluation	
use a variety of resources to produce visuals that communicate through print and non-print media	Lesson 2, We All Have Strengths

Grade 5

Reading

Standard (The student will:)	Lesson
read a variety of traditional and electronic materials for information and understanding	<i>in lessons throughout the unit, especially</i> Lesson 1, The Further Adventures of X; Lesson 6, Smoking and Chewing; Lesson 7, The Effects of Alcohol; Lesson 8, The Boy and the Hat; Lesson 9, Cocaine and Inhalants; Lesson 19, The Forever Secret
read and respond to a variety of literature to compare and contrast the many dimensions of the human experience	Lesson 1, The Further Adventures of X; Lesson 6, Smoking and Chewing; Lesson 7, The Effects of Alcohol; Lesson 8, The Boy and the Hat; Lesson 9, Cocaine and Inhalants; Lesson 19, The Forever Secret
read a variety of traditional, technical, and electronic materials for critical analysis and evaluation	Lesson 12, <i>The DECIDE Skill™</i> —Day 1; Lesson 13, <i>The DECIDE Skill™</i> —Day 2
read to locate information from a variety of traditional, technical, and electronic sources	Lesson 1, The Further Adventures of X
read for technical information	

Writing

Standard (The student will:)	Lesson
understand and use the writing process	Lesson 20, Where to Turn—Day 1
write and edit for correctness and clarity	Lesson 20, Where to Turn—Day 1

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write a narrative essay which aligns with the fourth-grade Direct Writing Assessment

Listening

Standard (The student will:)	Lesson
listen for information and understanding	<i>all lessons</i>
listen for literary response and expression	Lesson 1, The Further Adventures of X; Lesson 2, Fun, Safe, and Healthy; Lesson 9, Cocaine and Inhalants; Lesson 12, <i>The DECIDE Skill™</i> —Day 1; Lesson 20, Where to Turn—Day 1
listen for critical analysis and evaluation	Lesson 10, Share the Information; Lesson 12, <i>The DECIDE Skill™</i> —Day 1; Lesson 21, Where to Turn—Day 2

Speaking

Standard (The student will:)	Lesson
speak to share understanding of information	<i>in lessons throughout the unit, especially Lesson 10, Share the Information</i>
speak for literary response and expression	
speak for critical analysis and evaluation	Lesson 10, Share the Information

Viewing

Standard (The student will:)	Lesson
view for information and understanding	Lesson 3, Friends by Choice; Lesson 4, <i>The Making Friends Skill™</i> —Day 1; Lesson 12, <i>The DECIDE Skill™</i> —Day 1; Lesson 14, You Can Refuse; Lesson 15, <i>The Refusal Skill™</i> —Day 1; Lesson 16, <i>The Refusal Skill™</i> —Day 2; Lesson 18, Stress
view media sources for personal response and expression	Lesson 3, Friends by Choice; Lesson 4, <i>The Making Friends Skill™</i> —Day 1; Lesson 12, <i>The DECIDE Skill™</i> —Day 1; Lesson 14, You Can Refuse; Lesson 15, <i>The Refusal Skill™</i> —Day 1; Lesson 16, <i>The Refusal Skill™</i> —Day 2; Lesson 18, Stress

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view media to engage in critical analysis and evaluation	
use a variety of resources to produce visuals that communicate through print and non-print media	Lesson 2, Fun, Safe, and Healthy; Lesson 8, The Boy and the Hat

Grade 6

Reading

Standard (The student will:)	Lesson
read a variety of traditional and electronic materials for information and understanding	<i>in lessons throughout the unit, especially</i> Lesson 1, Questions and Answers; Lesson 2, Smoking and Chewing—Day 1; Lesson 3, Smoking and Chewing—Day 2; Lesson 4, The Great Alcohol Debate; Lesson 8, Understanding Marijuana—Day 2; Lesson 9, Cocaine; Lesson 10, Voices of Addiction; Lesson 17, Living with an Alcoholic; Lesson 23, Part of the Group; Lesson 24, What Do You Know?
read and respond to a variety of literature to compare and contrast the many dimensions of the human experience	Lesson 2, Smoking and Chewing—Day 1; Lesson 3, Smoking and Chewing—Day 2; Lesson 4, The Great Alcohol Debate; Lesson 8, Understanding Marijuana—Day 2; Lesson 9, Cocaine; Lesson 10, Voices of Addiction
read a variety of traditional, technical, and electronic materials for critical analysis and evaluation	Lesson 6, What's the Message?
read to locate information from a variety of traditional, technical, and electronic sources	Lesson 1, Questions and Answers
read for technical information	

Writing

Standard (The student will:)	Lesson
understand and use the writing process	Lesson 3, Smoking and Chewing—Day 2; Lesson 4, The Great Alcohol Debate; Lesson 18, Letter from an Admirer; Lesson 20, You're Okay—Day 2; Lesson 21, Inside, Outside

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write and edit for correctness and clarity	Lesson 3, Smoking and Chewing—Day 2; Lesson 4, The Great Alcohol Debate; Lesson 18, Letter from an Admirer
write to inform and explain	Lesson 4, The Great Alcohol Debate; Lesson 18, Letter from an Admirer; Lesson 20, You're Okay—Day 2; Lesson 21, Inside, Outside
write for literary response and expression	Lesson 18, Letter from an Admirer; Lesson 20, You're Okay—Day 2; Lesson 21, Inside, Outside
write to critically analyze and evaluate	
write to gather, synthesize, and communicate research findings	Lesson 4, The Great Alcohol Debate
write technical information	

Listening

Standard (The student will:)	Lesson
listen for information and understanding	<i>all lessons</i> , especially Lesson 9—Cocaine; Lesson 11, Drugs, the Law, and You
listen for literary response and expression	Lesson 3, Smoking and Chewing—Day 2; Lesson 10, Voices of Addiction
listen for critical analysis and evaluation	Lesson 9, Cocaine

Speaking

Standard (The student will:)	Lesson
speak to share understanding of information	<i>in lessons throughout the unit, especially</i> Lesson 3, Smoking and Chewing—Day 2; Lesson 4, The Great Alcohol Debate; Lesson 11, Drugs, the Law, and You
speak for literary response and expression	Lesson 3, Smoking and Chewing—Day 2; Lesson 10, Voices of Addiction
speak for critical analysis and evaluation	

Viewing

Standard (The student will:)	Lesson
view for information and understanding	Lesson 13, The Power to Refuse; Lesson 14, <i>The Refusal Skill</i> ™—Day 1; Lesson 16, <i>The Refusal Skill for Self-Control</i> ™; Lesson 21, Inside, Outside

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view media sources for personal response and expression	Lesson 13, The Power to Refuse; Lesson 14, <i>The Refusal Skill</i> ™—Day 1; Lesson 16, <i>The Refusal Skill for Self-Control</i> ™; Lesson 21, Inside, Outside
view media to engage in critical analysis and evaluation	Lesson 6, What's the Message?
use a variety of resources to produce visuals that communicate through print and non-print media	Lesson 12, Now and Later; Lesson 19, You're Okay—Day 1; Lesson 20, You're Okay—Day 2

Grade 7

Reading

Standard (The student will:)	Lesson
read a variety of traditional and electronic materials for information and understanding	<i>in lessons throughout the unit, especially</i> Lesson 1, About the Unit; Lesson 3, The Information; Lesson 4, Addressing Some Issues; Lesson 5, Reports; Lesson 6, Skills; Follow-up Lesson, Cocaine—Day 1; Follow-up Lesson, Cocaine—Day 2; Follow-up Lesson, Mrs. O'Keefe's Trial; Follow-up Lesson, Steroids; Follow-up Lesson, The Apple
read and respond to a variety of literature to compare and contrast the many dimensions of the human experience	Lesson 1, About the Unit; Lesson 3, The Information; Lesson 4, Addressing Some Issues; Lesson 6, Skills; Follow-up Lesson, Cocaine—Day 1; Follow-up Lesson, Steroids; Follow-up Lesson, The Apple
read a variety of traditional, technical, and electronic materials for critical analysis and evaluation	Lesson 10, Advertisements and Counter-Advertisements
read to locate information from a variety of traditional, technical, and electronic sources	<i>in lessons throughout the unit</i>
read for technical information	

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Writing

Standard (The student will:)	Lesson
understand and use the writing process	<i>in lessons throughout the unit, especially Lesson 5, Reports; Lesson 6, Skills; Lesson 14, Outside the Classroom; Follow-up Lesson, Cocaine—Day 1; Follow-up Lesson, Cocaine—Day 2</i>
write and edit for correctness and clarity	<i>in lessons throughout the unit, especially Lesson 5, Reports; Lesson 6, Skills; Lesson 14, Outside the Classroom; Follow-up Lesson, Cocaine—Day 1; Follow-up Lesson, Cocaine—Day 2</i>
write to inform and explain	<i>in lessons throughout the unit, especially Lesson 5, Reports; Lesson 6, Skills; Lesson 14, Outside the Classroom; Follow-up Lesson, Cocaine—Day 1; Follow-up Lesson, Cocaine—Day 2</i>
write for literary response and expression	
write to critically analyze and evaluate	<i>in lessons throughout the unit, especially Lesson 5, Reports</i>
write to gather, synthesize, and communicate research findings	<i>in lessons throughout the unit, especially Lesson 5, Reports</i>
write technical information	

Listening

Standard (The student will:)	Lesson
listen for information and understanding	<i>all lessons, especially Lesson 5, Reports; Follow-up Lesson, Mrs. O'Keefe's Trial</i>
listen for literary response and expression	
listen for critical analysis and evaluation	<i>in lessons throughout the unit, especially Lesson 5, Reports; Follow-up Lesson, Mrs. O'Keefe's Trial</i>

Speaking

Standard (The student will:)	Lesson
speak to share understanding of information	<i>in lessons throughout the unit, especially Lesson 5, Reports</i>
speak for literary response and expression	

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speak for critical analysis and evaluation	<i>in lessons throughout the unit, especially Lesson 5, Reports</i>
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Viewing Standard (The student will:)	Lesson
view for information and understanding	Lesson 1, About the Unit; Lesson 3, The Information; Lesson 4, Addressing Some Issues; Lesson 6, Skills; Lesson 13, Transfer; Follow-up Lesson, Drinking
view media sources for personal response and expression	Lesson 1, About the Unit; Lesson 3, The Information; Lesson 4, Addressing Some Issues; Lesson 6, Skills; Lesson 13, Transfer; Follow-up Lesson, Drinking
view media to engage in critical analysis and evaluation	

Grade 8

Reading Standard (The student will:)	Lesson
read a variety of traditional and electronic materials for information and understanding	<i>in lessons throughout the unit, especially Lesson 1, About the Unit; Lesson 3, The Information; Lesson 4, Addressing Some Issues; Lesson 5, Reports; Lesson 6, Skills; Follow-up Lesson, Cocaine—Day 1; Follow-up Lesson, Cocaine—Day 2; Follow-up Lesson, Mrs. O’Keefe’s Trial; Follow-up Lesson, Steroids; Follow-up Lesson, The Apple</i>
read and respond to a variety of literature to compare and contrast the many dimensions of the human experience	Lesson 1, About the Unit; Lesson 3, The Information; Lesson 4, Addressing Some Issues; Lesson 6, Skills; Follow-up Lesson, Cocaine—Day 1; Follow-up Lesson, Steroids; Follow-up Lesson, The Apple
read a variety of traditional, technical, and electronic materials for critical analysis and evaluation	Lesson 10, Advertisements and Counter-Advertisements

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read to locate information from a variety of traditional, technical, and electronic sources	<i>in lessons throughout the unit</i>
read for technical information	

Writing

Standard (The student will:)	Lesson
understand and use the writing process	<i>in lessons throughout the unit, especially Lesson 5, Reports; Lesson 6, Skills; Lesson 14, Outside the Classroom; Follow-up Lesson, Cocaine—Day 1; Follow-up Lesson, Cocaine—Day 2</i>
write and edit for correctness and clarity	<i>in lessons throughout the unit, especially Lesson 5, Reports; Lesson 6, Skills; Lesson 14, Outside the Classroom; Follow-up Lesson, Cocaine—Day 1; Follow-up Lesson, Cocaine—Day 2</i>
write an expository essay that aligns with the eight-grade writing assessment to inform and explain	
write for literary response and expression	
write to critically analyze and evaluate within the confines of eight-grade science and social studies curriculum	<i>in lessons throughout the unit, especially Lesson 5, Reports</i>
write to gather, synthesize, and communicate research findings	<i>in lessons throughout the unit, especially Lesson 5, Reports</i>
write technical information	

Listening

Standard (The student will:)	Lesson
listen for information and understanding	<i>all lessons, especially Lesson 5, Reports; Follow-up Lesson, Mrs. O’Keefe’s Trial</i>
listen for literary response and expression	
listen for critical analysis and evaluation	<i>in lessons throughout the unit, especially Lesson 5, Reports; Follow-up Lesson, Mrs. O’Keefe’s Trial</i>

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Speaking

Standard (The student will:)	Lesson
speaking to share understanding of information	<i>in lessons throughout the unit, especially Lesson 5, Reports</i>
speaking for literary response and expression	
speaking for critical analysis and evaluation	<i>in lessons throughout the unit, especially Lesson 5, Reports</i>

Viewing

Standard (The student will:)	Lesson
view for information and understanding	Lesson 1, About the Unit; Lesson 3, The Information; Lesson 4, Addressing Some Issues; Lesson 6, Skills; Lesson 13, Transfer; Follow-up Lesson, Drinking
view media sources for personal response and expression	Lesson 1, About the Unit; Lesson 3, The Information; Lesson 4, Addressing Some Issues; Lesson 6, Skills; Lesson 13, Transfer; Follow-up Lesson, Drinking
view media to engage in critical analysis and evaluation	

Grades 9-12**Reading**

Standard (The student will:)	Lesson
read a variety of traditional and electronic materials for information and understanding	<i>in lessons throughout the unit, especially Lesson 1, Starting Healthy; Lesson 3, What's the Schedule?; Lesson 4, Reviewing Drugs; Lesson 5, Drug Trends; Lesson 6, Chemical Dependency; Lesson 8, Living with Chemical Dependency; Lesson 9, Self-Awareness; Lesson 10, Influences; Lesson 15, Sex and Drugs; Lesson 16, <i>Taking a Stand</i>TM (Day 1); Lesson 18, <i>Taking a Stand</i>TM (Day 3); Lesson 19, Enabling and Referral</i>

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read and respond to a variety of literature to compare and contrast the many dimensions of the human experience	Lesson 3, What's the Schedule?; Lesson 4, Reviewing Drugs; Lesson 5, Drug Trends; Lesson 6, Chemical Dependency; Lesson 8, Living with Chemical Dependency; Lesson 9, Self-Awareness; Lesson 10, Influences; Lesson 15, Sex and Drugs; Lesson 16, <i>Taking a Stand</i> [™] (Day 1); Lesson 18, <i>Taking a Stand</i> [™] (Day 3); Lesson 19, Enabling and Referral
read a variety of traditional, technical, and electronic materials for critical analysis and evaluation	Lesson 12, <i>The DECIDE Skill</i> [™]
read to locate information from a variety of traditional, technical, and electronic sources	Lesson 1, Starting Healthy
read for technical information	

Writing

Standard (The student will:)	Lesson
understand and use the writing process	<i>in lessons throughout the unit, especially Lesson 11, Goals; Lesson 20, Team Presentations</i>
write and edit for correctness and clarity	<i>in lessons throughout the unit, especially Lesson 11, Goals; Lesson 20, Team Presentations</i>
write to inform and explain	<i>in lessons throughout the unit, especially Lesson 11, Goals; Lesson 20, Team Presentations</i>
write for literary response and expression	
write to critically analyze and evaluate	
write to gather, synthesize, and communicate research findings	Lesson 20, Team Presentations
write technical information	

Listening

Standard (The student will:)	Lesson
listen for information and understanding	<i>all lessons</i>
listen for literary response and expression	

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listen for critical analysis and evaluation	Lesson 5, Drug Trends; Lesson 6, Chemical Dependency; Lesson 7, Consequences to Others; Lesson 8, Living with Chemical Dependency
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Speaking

Standard (The student will:)	Lesson
speaking to share understanding of information	<i>in lessons throughout the unit, especially Lesson 20, Team Presentations</i>
speaking for literary response and expression	
speaking for critical analysis and evaluation	

Viewing

Standard (The student will:)	Lesson
viewing for information and understanding	Lesson 16, <i>Taking a Stand™</i> (Day 1)
viewing media sources for personal response and expression	
viewing media to engage in critical analysis and evaluation	

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